

# Instructional Support by Grade Level

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*\*Please note that all videos will redirect to YouTube, where ads may appear that are not appropriate for students.*

Parent-Friendly South Carolina State Standards for  
reading and math:

<https://eoc.sc.gov/families>



# K5: Math Instructional Support

| <h2><u>Unit 1: Math Is</u></h2>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <h2><u>Unit 2: Numbers to 5</u></h2>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <h2><u>Unit 3: Numbers to 10</u></h2>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>The focus of this unit is on the Mathematical Process Standards. The lessons in this unit will set the tone for the year as students are encouraged to approach problems strategically and persist in finding solutions. They will learn the importance to clearly communicate mathematical ideas using accurate language, tools, and models. A strong conceptual understanding of math, including operations and relationships, is essential, especially when applying concepts to real-world situations. Additionally, students will use critical thinking to reason abstractly and quantitatively, recognizing patterns to make generalizations.</p> | <p><a href="#">Identify and write numerals 0-5</a></p> <p><a href="#">Identify and write numerals 6-10</a></p> <p><a href="#">Count &amp; represent 6-10 with correct numeral</a></p> <p><a href="#">Counting 1-5 objects and tell how many</a></p> <ul style="list-style-type: none"> <li>Identify small amounts (1-5) in various arrangements without counting each individual object.<br/> <b>Subitizing</b> is the ability to see instantly how many. <ul style="list-style-type: none"> <li>Example: show a dot card/ten frame with 5 represented.<br/> Teacher: What do you see?<br/> Student: I see 5 dots.<br/> Teacher: How do you see it?<br/> Student: I see 3 dots and 2 dots.</li> </ul> </li> <li>Compare pictures of two groups of objects using "more than," "fewer than," or "the same as".</li> </ul> | <p><a href="#">Count aloud by 1's to 10</a></p> <p><a href="#">Count backwards from 10</a></p> <ul style="list-style-type: none"> <li>Identify written numerals 0 - 10</li> <li>Represent a set of objects 1-10 on a ten frame</li> <li>Match numeral to a quantity 0-10</li> <li>Count up to 10 objects in a group.<br/> <b>one-to-one correspondence</b> <ul style="list-style-type: none"> <li>Include counting objects of different sizes/types within the same collection (Ex. 4 small bears, 2 counters, and 3 buttons = 9 total objects)</li> </ul> </li> <li>Subitizing up to 10: Subitizing is the ability to see instantly how many; students need to be able to see different arrangements of objects and see how many without counting up to 10</li> </ul> |

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| <p><b><u>Unit 4: Sort, Classify, and Count Objects</u></b></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>• sorting objects into 2 categories (ie. shape, size, color)</li> <li>• Sort objects by creating their own categories (open sort) into at least 2 categories and describe how they are sorted.</li> <li>• Interpret data from graph(s) to answer questions such as: <ul style="list-style-type: none"> <li>○ "How many?"</li> <li>○ "Which group/category has the most?" "Which group/category has more, ___ or ___?"</li> <li>○ "Which group/category has the least/fewest?" or Which category/group has fewer/less, __ or __?"</li> <li>○ "Which categories/groups have the same amount?"</li> </ul> </li> </ul> | <p><b><u>Unit 5: 2 Dimensional Shapes</u></b></p> <p><a href="#">Identify and describe circles, triangles, and rectangles</a></p> <ul style="list-style-type: none"> <li>• Describe 2-D shapes as having a length and height or length and width (flat), but not length, width and height.</li> <li>• Identify 2-D shapes.</li> <li>• Show the shapes in typical and atypical orientations and in the real-world (ex. yield sign for a triangle).</li> <li>• Show several types of triangles (equilateral, scalene and isosceles), only name the different types as a triangle</li> <li>• Describe shapes by attributes: <ul style="list-style-type: none"> <li>○ number of sides/edges</li> <li>○ number of corners/vertices or no corners/vertices</li> <li>○ number of straight sides or no straight sides</li> </ul> </li> <li>• Name the core/term of a pattern (ex. red, blue or circle, square, square).</li> <li>• Use relative position words to describe real-world situations.</li> </ul> <p><a href="#">Repeating patterns AB, ABC</a></p> <p><a href="#">Repeating patterns AAB, ABB</a></p> | <p><b><u>Unit 6: Understand Addition</u></b></p> <p><a href="#">Adding with Manipulatives</a></p> <p><a href="#">Adding with a Ten Frame, Number Bond and Part-Part-Whole Mat</a></p> <p><a href="#">Solve Addition Story Problems Using Drawings</a></p> <ul style="list-style-type: none"> <li>• Understand addition situations as <b>add to</b> and <b>put together</b>.</li> <li>• Represent addition within 10 using: <ul style="list-style-type: none"> <li>○ concrete objects, fingers, math racks, acting out situations, drawings, verbal explanations</li> </ul> </li> <li>• Solve addition problems using the representations from above.</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><a href="#">Describe positions of objects using the terms <i>below</i>, <i>above</i>, <i>beside</i>, <i>between</i></a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b><u>Unit 7: Understand Subtraction</u></b></p> <p><a href="#">Subtracting with Manipulatives</a></p> <p><a href="#">Subtracting with a Ten Frame, Number Bond and Part-Part-Whole Mat</a></p> <p><a href="#">Solve Subtraction Story Problems Using Drawings</a></p> <ul style="list-style-type: none"> <li>Understand subtraction situations as <b>take from</b> and <b>take apart</b>.</li> <li>Represent subtraction within 10 using: <ul style="list-style-type: none"> <li>concrete objects</li> <li>fingers</li> <li>math racks</li> <li>number paths</li> <li>mental images (dot cards, ten frames)</li> <li>acting out situations</li> <li>drawings</li> <li>verbal explanations</li> </ul> </li> <li>Solve subtraction problems using one or more representations from above.</li> <li>Solve subtraction real-world situations to find differences for: <ul style="list-style-type: none"> <li>take from/take apart (separating)</li> </ul> </li> </ul> | <p><b><u>Unit 8: Addition and Subtraction Strategies</u></b></p> <p><a href="#">Adding with Manipulatives</a></p> <p><a href="#">Adding with a Ten Frame, Number Bond and Part-Part-Whole Mat</a></p> <p><a href="#">Solve Addition Story Problems Using Drawings</a></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>Composing is putting 2 numbers together</li> <li>Decomposing is taking a number apart</li> <li>Put numbers together to make 10 (ie. 5 and 2 make 7)</li> <li>Explain and model addition and subtraction situations: <ul style="list-style-type: none"> <li><i>Add to</i> and <i>put together</i></li> <li><i>Take from</i> and <i>take apart</i></li> </ul> </li> <li>Use counting on and counting back as strategies when adding within 10.</li> <li>Represent addition and subtraction within 10 using: <ul style="list-style-type: none"> <li>concrete objects</li> <li>fingers</li> <li>math racks</li> <li>number paths</li> <li>mental images (dot cards, ten</li> </ul> </li> </ul> | <p><b><u>Unit 9: Numbers 11-15</u></b></p> <p><a href="#">Teen Numbers</a></p> <p><a href="#">Identifying a Teen Numbers Based on a Drawing</a></p> <p><a href="#">Represent Teen Numbers Using Double Ten Frames</a></p> <p><a href="#">Composing Teen Numbers</a></p> <p><a href="#">Decomposing Teen Numbers</a></p> <ul style="list-style-type: none"> <li>Identify written numerals 11-15</li> <li>Represent a set of objects 11-15 on a double ten frame</li> <li>Match numeral to a quantity 11-15</li> <li>Given a set of objects, make a group with ten ones and more ones and name the teen number.</li> <li>Identify teen numbers as a group of ten ones and some more ones.</li> <li>Given a teen number, represent the number with tens' frames and counters.</li> <li>Understand and explain the equation for composing teen numbers (ex. 10 ones + 5 ones = 15) and decomposing teen numbers (ex. 15 = 10 ones + 5 ones).</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>frames)</p> <ul style="list-style-type: none"> <li>○ acting out situations</li> <li>○ drawings</li> <li>○ verbal explanations</li> </ul> <ul style="list-style-type: none"> <li>● Solve addition and subtraction problems using one or more representations from above.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b><u>Unit 10: Numbers 16-19</u></b></p> <p><a href="#">Teen Numbers</a></p> <p><a href="#">Identifying a Teen Numbers Based on a Drawing</a></p> <p><a href="#">Represent Teen Numbers Using Double Ten Frames</a></p> <p><a href="#">Composing Teen Numbers</a></p> <p><a href="#">Decomposing Teen Numbers</a></p> <ul style="list-style-type: none"> <li>● Identify written numerals 16-20</li> <li>● Represent a set of objects 16-20 on a double ten frame</li> <li>● Match numeral to a quantity 16-20</li> <li>● Given a set of objects, make a group with ten ones and more ones and name the teen number (16-19).</li> <li>● Identify teen numbers as a group of ten ones and some more ones.</li> <li>● Given a teen number, represent the number with tens' frames and counters.</li> <li>● Compose and decompose numbers 16-19.</li> <li>● Understand and explain the equation for composing teen</li> </ul> | <p><b><u>Unit 11: 3 Dimensional Shapes</u></b></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>● Identify and name shapes: circle, square, triangle, rectangle</li> <li>● Describe shapes by the number of sides,/ edges, corners/vertices</li> <li>● Recognize real-life examples of the shapes listed above (ie. yield sign is a triangle)</li> <li>● Identify and name 3D shapes: cube, sphere</li> <li>● Identify if the 3D shape has edges and faces</li> <li>● Sort a set of 2-D and 3-D shapes based on if they are flat or solid.</li> <li>● Name and extend patterns <ul style="list-style-type: none"> <li>○ AB </li> <li>○ AAB </li> <li>○ ABB </li> <li>○ ABC </li> </ul> </li> </ul> <p><a href="#">Repeating patterns AB, ABC</a></p> <p><a href="#">Repeating patterns AAB, ABB</a></p> | <p><b><u>Unit 12: Count to 100</u></b></p> <p><a href="#">Counting to 100 by 1s</a></p> <p><a href="#">Counting and Drawing Objects to 20</a></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>● Continue to count backwards from 10.</li> <li>● Count forward by ones to 100.</li> <li>● Beginning at any number, count forward by ones to 100 (counting on).</li> <li>● Count to 50 by ones and 10's</li> <li>● Countback from 50 by 10's</li> <li>● Count objects in a group up to 20</li> <li>● Compare objects in groups as fewer than, more than, the same as</li> <li>● Match a number to a quantity (15 blocks match to the number 15)</li> <li>● Given a set of objects 0-20 or a picture of objects, represent them on double ten frames.</li> <li>● Identify written numerals 0 - 20.</li> <li>● Write numerals 0-20.</li> </ul> |

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| <p>numbers (ex. 10 ones + 5 ones = 15) and decomposing teen numbers (ex. 15 = 10 ones + 5 ones).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <p><b><u>Unit 13: Compare Measurable Attributes</u></b></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>• Understand the following: <ul style="list-style-type: none"> <li>◦ Length (short and long)</li> <li>◦ Height (short and tall)</li> <li>◦ Weight (light and heavy)</li> </ul> </li> <li>• Compare objects using length, height, and weight (ie. this straw is taller than the other straw; this pack of crayons weighs more than the empty pack)</li> <li>• Describe visual characteristics of coins (ex. color/size/thickness/smoother or ridged edge/face/picture)</li> <li>• Identify a penny, nickel, dime and quarter based on their descriptions</li> </ul> | <p><b><u>Unit 14: Proficiency with Power Standards</u></b></p> <ul style="list-style-type: none"> <li>• Read, write, and represent the numerals 0 to 20 and represent the written numeral with concrete models</li> <li>• Compose and decompose numbers from 11 to 19 into tens and ones by using concrete objects, pictorial models, or drawings to demonstrate understanding that the teen numbers are composed of one set of ten ones and a few more ones.</li> <li>• Count forward by ones and tens to 100 and backward from 10 by ones.</li> <li>• Subitize a quantity of up to 10 objects in an organized arrangement without counting, explaining how one grouped the objects within the set to determine the total quantity.</li> <li>• Solve add-to/joining, take-from/separating, part-part-whole (total unknown), part-part-whole (both addends unknown) real-world situations to find sums</li> </ul> |  |

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|  | <p>and differences within 10.</p> <ul style="list-style-type: none"><li>• Describe, extend, and create (to the next term) simple repeating patterns in the form of AB, AAB, ABB, and ABC.</li></ul> |  |
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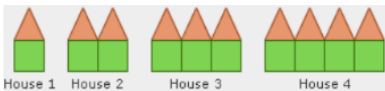
# K5: Reading Instructional Support

## Overarching Expectations

|                                                                                                               |                                                                                                                                                                                   |                                                                                                                                       |                                                                                         |
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| Count, segment, and blend sounds in words<br><br><a href="#">Finger Tapping Video</a>                         | Match letter names and sounds (consonants and vowels)<br><br><a href="#">Letter Sounds- Jack Hartmann</a>                                                                         | Talk and write in complete sentences (capitalize the first word in a sentence and the pronoun I)<br><br><a href="#">Writing Paper</a> | Identity, name, and match all upper and lowercase letters                               |
| Read most common words found in grade-appropriate text<br><br><a href="#">Most Common Word List</a>           | Identify and describe the main character(s), setting, and events that move plot forward                                                                                           | Retell a text orally to include main characters, setting, and important events<br><br><a href="#">Retelling Stems</a>                 | Read grade level texts                                                                  |
| Ask and answer questions about grade level texts<br><br><a href="#">Questions for Fiction and Non Ficiton</a> | Print all uppercase and lowercase letters using proper letter formation, legibility, and spacing<br><br><a href="#">Letter Formation</a><br><a href="#">Letter Tracing Sheets</a> | Write a story to tell about a single event in logical order<br><br><a href="#">Sequence Writing Paper</a>                             | Reading Horizons<br><br><a href="#">Unit 1 Overview</a><br><a href="#">Unit 2 Video</a> |



# 1st: Math Instructional Support

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| <p><b><u>Unit 1: Math is</u></b></p> <p>The focus of this unit is on the Mathematical Process Standards. The lessons in this unit will set the tone for the year as students are encouraged to approach problems strategically and persist in finding solutions. They will learn the importance to clearly communicate mathematical ideas using accurate language, tools, and models. A strong conceptual understanding of math, including operations and relationships, is essential, especially when applying concepts to real-world situations. Additionally, students will use critical thinking to reason abstractly and quantitatively, recognizing patterns to make generalizations.</p> | <p><b><u>Unit 2: Number Patterns</u></b></p> <p><a href="#">Count to 100 by 1s</a></p> <p><a href="#">Identify the number that comes before and after a given number to 100</a></p> <ul style="list-style-type: none"> <li>• <b>Repeating pattern.</b> A cyclical repetition of an identifiable core. The core of the pattern is the string of elements that repeats (AB, AAB, ABB, and ABC are types of core patterns).</li> </ul>  <ul style="list-style-type: none"> <li>• <b>Growing pattern -</b> A linear growing pattern that increases or decreases by a constant difference. (between 2 and 4 terms)</li> </ul>  | <p><b><u>Unit 3: Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Compose the number 10 by “bundling” using straws, coffee stirrers, popsicle sticks, etc. or connecting 10 linking cubes</li> <li>• Model numbers to 20 with linking Unifix cubes, straws, popsicle sticks, etc.(bundle/group ten ones to compose a ten and use the remaining items as ones)</li> <li>• Identify the number of tens and ones in a given number through 20.</li> <li>• Explain patterns of counting by 5s and 10s.</li> <li>• Recognize that the number 10 is composed of a ten and no ones.</li> <li>• Represent the decomposition with an equation (e.g. <math>56 = 5 \text{ tens} + 6 \text{ ones}</math>).</li> <li>• Represent numbers to 100 with expanded form. (e.g., <math>36 = 30 + 6</math>)</li> <li>• Write numbers in base ten language. (Ex. 63 is 6 tens and 3 ones or 3 ones and 6 tens).</li> <li>• Use a number path or hundred chart to locate and compare numbers.</li> </ul> |
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### Unit 4: Addition Within 20: Facts and Strategies

Explain and model addition strategies (bulleted below) with facts to 20 with tools such as ten frames, Rekenreks, Number Bonds/Part-Part-Whole Mats, Number Path/Number Line:

- Add 0, 1, 2
- Doubles and Near Doubles
- Make a 10  
Ex.  $8 + 2$ ,  $3 + 7$
- Use a 10  
ex.  $9 + 5 = 9 + 1 + 4 = 10 + 4 = 14$
- $+/-10$  ex.  $3 + 10 = 13$ ;  $16 - 10 = 6$
- Counting on
- Commutative property
  - $2 + 6$  is the same as  $6 + 2$

[Make 10 on Ten Frames with equations](#)

[Near Doubles on Ten Frames/Rekenreks with equations](#)

- Practice addition and subtraction facts to 5.
- Show the sum/difference on the left and right of the equal sign.

[Solve addition and subtraction story problems with change unknown](#)

- Review addition and subtraction strategies to 10.

### Unit 5: Subtraction Within 20: Facts and Strategies

Work on:

- Practice addition and subtraction facts to 5.
- Show the sum/difference on the left and right of the equal sign.

[Subtract 0, 1, and 2 on Ten Frames with equations with facts up to 10](#)

[Solve addition and subtraction story problems with change unknown](#)

- Review addition and subtraction strategies to 10.

### Unit 6: Shapes and Solids

Students sort a mixed set regular and irregular polygons

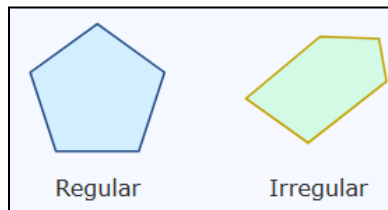
A **regular** polygon has all angles equal and all sides equal, otherwise it is **irregular**.

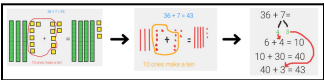
Describe shapes by attributes:

- number of sides /edges
- number of corners/vertices or no corners/vertices
- number of straight sides or no straight sides
- curved side

Attributes of Two-Dimensional Shapes

- square
- rectangle
- triangle
- hexagon
- rhombus
- circle



| <p><b><u>Unit 7: Meanings of Addition</u></b></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>Understand the format of an equation (equal sign can be at the beginning or end)<br/>e.g. <math>5 + 9 = 14</math>; <math>14 = 9 + 5</math>; <math>9 = 14 - 5</math>; and <math>14 - 5 = 9</math></li> <li>Show different ways to compose a number less than 20 (eg. What number do these sums compose: <math>4 + 4</math>; <math>3 + 5</math> <math>7 + 1</math> <math>2 + 6</math>; <math>0 + 8</math>?)</li> <li>Write equations to match the story problems. <ul style="list-style-type: none"> <li>Connect how students can rewrite an equation to help them solve (e.g. <math>7 + \_\_ = 12</math> can be written as <math>12 - 7 = \_\_</math>)</li> </ul> </li> <li>Write a word problem to match an addition equation.</li> </ul> | <p><b><u>Unit 8: Meanings of Subtraction</u></b></p> <ul style="list-style-type: none"> <li>Show different ways to decompose a number less than 20 (eg. Show me how to decompose 8: <math>4 + 4</math>; <math>3 + 5</math> <math>7 + 1</math> <math>2 + 6</math>; <math>0 + 8</math>)</li> <li>Write equations to match the story problems. <ul style="list-style-type: none"> <li>Connect how students can rewrite an equation to help them solve (e.g. <math>7 - \_\_ = 15</math> can be written as <math>15 - 7 = \_\_</math>)</li> </ul> </li> </ul> | <p><b><u>Unit 9-11: Addition Within 100/Subtraction Within 100</u></b></p> <ul style="list-style-type: none"> <li>Find patterns when identifying one more/one less than a number, with up to two digits, by using concrete models and connecting to the 100s chart.</li> <li>Mentally determine one more and one less than a number and explain using place value reasoning.</li> <li>Mentally determine ten more and ten less than a number and explain using place value reasoning.</li> <li>Add multiples of 10 to multiples of 10 and explain the pattern (ex. <math>50 + 20</math>)</li> <li>Add multiples of 10 to a number (the sum should not exceed 100) and explain the pattern. Example <math>28 + 30</math></li> <li>Subtract multiples of 10 from a larger multiple of 10 and explain the pattern (using numbers between 10-90) and write the corresponding equation. (ex. <math>80 - 50</math>)</li> </ul> <div data-bbox="1068 1738 1390 1816">  </div> |
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## Unit 12: Measurement and Data

Work On:

- Identify pennies, nickels, dimes, and quarters based on visual characteristics on the front and back of the coin
- Count a collection of like coins (penny, nickel and dime only) to determine the value not to exceed 100 cents. (ex. count 15 pennies or count 4 dimes)
- Identify one, five and ten dollar bills.
- Write the value of a given bill
- Sort pictures or objects into at least 3 categories (not to exceed 10 items in each category).
- Count the number of objects in each group to tell how many in each category.
- Create an object graph (both horizontal and vertical) with up to three categories. (e.g., Use shoes - sandals, tennis shoes, boots - and line them up on the floor to create an object graph.)

Create a picture graph

Distinguish between the hour and minute hand

Write the time to the hour. (ex. 2:00, 2 o'clock, two o'clock)

Recognize that 30 minutes is

## Unit 13-14: Equal Shares/Analyze, Compare, and Contrast Shapes

Work on:

Partition a square, rectangle, and circle in multiple ways into equal-sized parts:

- Two equal parts are named "halves"
- Four equal parts are named "fourths"
- Describe 3-D shapes as having length, width and height (cube, sphere, cone, cylinder, square pyramid)
- Understand 3-D shapes are made up of flat faces that are 2-D shapes (ex. The faces of a cube are squares).
- Identify 3-D shapes, including in real-world environment (ex. ball as a sphere)
- Describe 3-D shapes by their attributes:
  - -number of edges
  - -number of vertices or no vertices
  - -number of straight sides or no straight sides
  - -curved side
  - -number of faces (flat surface)
- Draw or make shapes based on attributes.

## Unit 15: Proficiency with Power Standards

- create a simple survey with up to three choices, collect data, and show it in a chart or graph
- Use analog and digital clocks to tell and record time to the hour and half hour
- Identify and write the values of a coin or a bill using a ¢ symbol for coin values or \$ symbol for bills. Limit to penny, nickel, dime, quarter, one-dollar bill, five-dollar bill, and ten-dollar bill.
- Read, write, and represent numbers to 100 using concrete models, drawings, standard form, base ten language, and equations in expanded form.
- Compose and decompose whole numbers from 1 through 99 in more than one way using tens and ones.
- Count by ones forward or backward starting at any number up to 120
- Skip count by fives and tens from any multiple of five to 100, identifying place value patterns in the sequence.

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| <p>a half hour and 30 minutes have passed.</p> <p>Recognize that when the minute hand shows 30 minutes have passed, the hour hand is between two numbers on the clock because the hour is not over.</p> <p><a href="#">Time to the Hour</a> (video song)</p> <p>Work on:</p> <ul style="list-style-type: none"><li>• Order three objects by length from shortest to longest and longest to shortest using direct comparison.</li><li>• Use nonstandard physical objects to estimate and then measure the length of an item as the number of same size units of length with no gaps or overlaps.</li></ul> |  | <ul style="list-style-type: none"><li>• Add and subtract number combinations flexibly and accurately within 10.</li><li>• Find the sum of a two-digit number and a one-digit number or a two-digit number and a multiple of 10 (1–99) using concrete models, drawings, and strategies that reflect place value understanding, the inverse relationship of addition and subtraction, and the properties of the operations to justify the sum</li></ul> |
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# 1st: Reading Instructional Support

## Overarching Expectations

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| Write grammatically correct sentences<br><br><a href="#">Chart</a><br><a href="#">Writing Checklist</a>        | Read most common words found in grade level texts<br><br><a href="#">Most Common Word List</a>                                                                                              | Retell a story orally and in writing<br><br><a href="#">Retelling Stems</a>                                                                | Ask and answer questions (who, what, when, where, why, and how)<br><br><a href="#">Questions</a>                                                                                                                            |
| Retell a story using main story elements and identify a lesson in a literary text<br><br><a href="#">Chart</a> | Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward<br><br><a href="#">Setting Chart</a><br><a href="#">Character Chart</a> | Identify a central idea and supporting details in an informational piece<br><br><a href="#">Chart</a><br><a href="#">Graphic Organizer</a> | Write narrative (story) informational (something that teaches) and opinion (thoughts, feelings, belief about something) pieces<br><br><a href="#">Narrative</a><br><a href="#">Informational</a><br><a href="#">Opinion</a> |
| Decode (sound out) grade level words                                                                           | Read grade level texts                                                                                                                                                                      | Reading Horizons<br><br><a href="#">Unit 1 Overview</a><br><a href="#">Unit 2 Video</a>                                                    |                                                                                                                                                                                                                             |

## 2nd: Math Instructional Support

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| <p><b><u>Unit 1: Math Is...</u></b></p> <p><a href="#">Determine the operation to solve a word problem</a></p> <p><a href="#">Balance an equation by finding the missing part</a></p> <p><a href="#">Define even and odd</a></p>                                                                                                                                                  | <p><b><u>Unit 2: Place Value to 1000</u></b></p> <p><a href="#">Use the 3 Reads Strategy to comprehend word problems</a></p> <p><a href="#">Solve 2-digit plus 1-digit with and without regrouping with base ten blocks Video 1</a></p> <p><a href="#">Solve 2-digit plus 1-digit with and without regrouping with base ten blocks Video 2</a></p> <p><a href="#">Solve 2-digit plus 1-digit and 2-digit with drawings</a></p> <p><a href="#">Solve 2-digit plus 2-digit with decomposing numbers</a></p> <p><a href="#">Solve 2-digit minus 2-digit with regrouping with base ten blocks</a></p> <p><a href="#">Solve 2-digit minus 1 and 2-digit with regrouping with decomposing numbers</a></p> | <p><b><u>Unit 3: Patterns with Numbers</u></b></p> <p><a href="#">Find the length of items starting at different points on the ruler</a></p> <p><a href="#">Measure items in centimeters</a></p> <p><a href="#">Select the appropriate tool to measure items</a></p>                                                                   |
| <p><b><u>Unit 4: Meanings of Addition &amp; Subtraction</u></b></p> <p><a href="#">Solve 2-digit plus/minus a 1-digit on an open number line crossing over a ten</a></p> <p><a href="#">Solve 2-digit plus a 2-digit on an open number line with crossing over a ten</a></p> <p><a href="#">Solve 2-digit minus a 2-digit on an open number line with crossing over a ten</a></p> | <p><b><u>Unit 5: Strategies to Fluently Add within 100</u></b></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>Count by 5's using the numbers on the clock</li> <li>Identify the hour and minute hand on an analog clock</li> <li>Tell time to the nearest 5 minutes</li> <li>Understand AM and PM</li> <li>Write and tell time in different ways (ie. 1:10 as 10 minutes after 1)</li> </ul>                                                                                                                                                                                                                                                                                            | <p><b><u>Unit 6: Strategies to Fluently Subtract within 100</u></b></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>Review coin names and values</li> <li>Count money using dollars and coins</li> <li>Write money amounts using the \$ and ¢ (ie. 5 ¢, \$1.25, \$0.55)</li> <li>Solve word problems using money</li> </ul> |
| <p><b><u>Unit 7: Measure &amp; Compare Length</u></b></p>                                                                                                                                                                                                                                                                                                                         | <p><b><u>Unit 8: Measurement &amp; Money</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b><u>Unit 9/10: Add/Subtract Review &amp;</u></b></p>                                                                                                                                                                                                                                                                              |

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| <p><a href="#">Represent a given amount of base ten blocks/drawings using a numeral to 100</a></p>            | <p>Work on:</p> <ul style="list-style-type: none"> <li>• Read and write numbers up to 999 using base ten (328 as 3 hundreds, 2 tens, 8 ones), expanded form (328=300+20+8) and in word form (328 as three hundred twenty eight)</li> <li>• Compare three digit numbers using less than, greater than, and equal to</li> <li>• Order numbers least to greatest and greatest to least</li> </ul> | <p><u>Add/Subtract 10 and 100</u></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>• Skip count (forward and backwards) by 10's (123, 133, 143, 153) and 100's (345, 445, 545)</li> <li>• Add or subtract 10 or 100 mentally</li> </ul> |
| <p><b><u>Unit 11: Data Analysis</u></b><br/> <a href="#">Measuring to the Nearest Inch and Centimeter</a></p> | <p><b><u>Unit 12: Geometric Shapes &amp; Equal Shapes</u></b><br/> <a href="#">Line Plots with Manipulatives</a><br/> <a href="#">Describing a Line Plot</a></p>                                                                                                                                                                                                                               | <p><b><u>Unit 13: Proficiency with Power Standards</u></b><br/> <a href="#">Defining Attributes of 2-Dimensional Shapes</a></p>                                                                                                                   |



# 2nd: Reading Instructional Support

## Overarching Expectations

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| Describe the main story elements and sequence the important events<br><a href="#">Story Structure Chart</a> | Identify and explain theme in a literary text<br><a href="#">Theme Chart</a>                                                                                                           | Identify and explain a central idea and supporting details in an informational text<br><a href="#">Central Idea Chart</a> | Identify text features and how they contribute to meaning<br><a href="#">Text Features Chart</a> |
| Identify when a text is sequentially structured<br><a href="#">Text Structures Chart</a>                    | Retell a text to enhance comprehension to include story elements (literary text) or include a central idea and supporting details (informational text)<br><a href="#">Retell Chart</a> | Determine the meaning of unknown words and phrases<br><a href="#">Determining Word Meanings</a>                           | Write grammatically correct sentences<br><a href="#">Writing Checklist</a>                       |
| Decode (sound out) grade level words                                                                        |                                                                                                                                                                                        |                                                                                                                           |                                                                                                  |

# 3rd: Math Instructional Support

[\\*Teacher-Created Resources \(Google Slide Presentation\)](#)

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| <p><b><u>Unit 1: Math is...</u></b><br/>Work on:</p> <ul style="list-style-type: none"> <li>● Problem Solving with addition, subtraction, multiplication, and division</li> <li>● Explain ideas using mathematical tools, language, and models</li> <li>● Connect mathematical ideas and concepts to real-world tasks and problems</li> <li>● Reason abstractly and quantitatively</li> </ul> <p><u><a href="#">-Write the standard form of a number given in word form by drawing a place value organizer</a></u></p> <p><u><a href="#">-Convert between the various number forms</a></u></p> <p><u><a href="#">-Compare and justify numbers in standard form through 999,999 using symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math></a></u></p> <p><u><a href="#">-Order numbers through 999,999 from least to greatest and greatest to least</a></u></p> | <p><b><u>Unit 2: Use Place Value to Fluently Add and Subtract within 1,000</u></b></p> <p><u><a href="#">-Adding with Strategies Based on Place Value</a></u></p> <p><u><a href="#">-Extending Strategies to Add within 1000</a></u></p> <p><u><a href="#">-Subtracting with Strategies Based on Place Value</a></u></p> <p><u><a href="#">-Extending Strategies to Subtract within 1000</a></u></p> <p><u><a href="#">-Adding and Subtracting on a Number Line</a></u></p> <p><u><a href="#">-Rounding Strategies</a></u></p> | <p><b><u>Unit 3: Multiplication &amp; Division</u></b></p> <p><u><a href="#">- Determine the operation for story problems and write the expression. Define multiplication</a></u></p> <p><u><a href="#">-Use arrays with repeated addition to represent a story problem and solve</a></u></p> <p><u><a href="#">-Use a number line to represent a story problem and solve</a></u></p> |
| <p><b><u>Unit 4: Use Patterns to Multiply by 0, 1, 2, 5, and 10</u></b></p> <p><u><a href="#">-Find the area of rectangles with grid marks</a></u></p> <p><u><a href="#">-Find the area of rectilinear shapes</a></u></p> <p><u><a href="#">-Find the area of irregular shapes</a></u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b><u>Unit 5: Use Properties to Multiply by 3, 4, 6, 7, 8, and 9</u></b></p> <p><u><a href="#">-Virtual Fraction Manipulatives</a></u></p> <p><u><a href="#">-Virtual Fraction Bars</a></u></p>                                                                                                                                                                                                                                                                                                                             | <p><b><u>Unit 6: Connect Area and Multiplication</u></b><br/>Work on:</p> <ul style="list-style-type: none"> <li>● Measure time intervals to the nearest minute on a digital and analog clock.</li> <li>● Solve elapsed time word problems</li> <li>● Measure liquid volumes using metric unit of liters</li> </ul>                                                                   |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                 | <ul style="list-style-type: none"> <li>• Explore the different shapes of containers and how that affects volume</li> <li>• Use manipulatives to add and subtract liquid volume</li> <li>• Estimate liquid volumes using metric units of liters (i.e. mL, L)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b><u>Unit 7: Fractions</u></b></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>• Identify the parts of a division equation using the terms divisor, dividend and quotient.</li> <li>• Write and solve an equation with a variable for the unknown (include when solving word problems).</li> <li>• Practice multiplying and dividing within 100 using the relationship between multiplication and division.</li> <li>• Fact families</li> <li>• Drawing out strategies learned about multiplication and division (arrays, equal groups, number line, repeated addition/subtraction).</li> <li>• Solve one-step word problems using variables for the unknown</li> </ul> | <p><b><u>Unit 8: Fraction Equivalence and Comparison</u></b></p> <p>- <a href="#">Distributive Property</a></p> | <p><b><u>Unit 9: Use Multiplication to Divide/Use Properties and Strategies to Multiply and Divide</u></b></p> <p>Work on:</p> <ul style="list-style-type: none"> <li>• Patterns in addition and multiplication tables</li> <li>• Patterns using properties of operations (Commutative)</li> <li>• Determine the rule for a given pattern. (make sure to use patterns that do not always start with 1)-3, 6, 9, 12, 15; the rule is plus 3</li> <li>• Identify the pattern between odd and even numbers when adding. (odd + odd = even;</li> <li>• Collect data with multiple categories in order to represent it in a bar graph or picture graph (eg. tally chart/table)</li> <li>• Interpret data from a picture or bar graph</li> </ul> |
| <p><b><u>Unit 10: Perimeter/Measurement and Data</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b><u>Unit 11: Describe and Analyze 2-D Shapes and Geometric Figures</u></b></p>                             | <p><b><u>Unit 12: Proficiency with Power Standards</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <ul style="list-style-type: none"><li>-<a href="#">Addition/Subtraction Situation Table</a></li><li>-<a href="#">Multiplication and Division Common Situation Table</a></li></ul> | <ul style="list-style-type: none"><li>-<a href="#">Measuring to the Nearest <math>\frac{1}{2}</math> Inch</a></li><li>-<a href="#">Measuring to the Nearest <math>\frac{1}{4}</math> Inch</a></li><li>-<a href="#">Interpreting a Line Plot</a></li><li>-<a href="#">Answering Questions About Line Plots</a></li></ul> | <ul style="list-style-type: none"><li>-<a href="#">Equivalent Fractions with Bar Models</a></li><li>-<a href="#">Comparing Fractions with Like Denominators</a><br/>*Like Numerators</li><li>-<a href="#">Comparing Fractions with Like Numerators</a></li></ul> |
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# 3rd: Reading Instructional Support

## Overarching Expectations

[\\*Teacher-Created Resources \(Google Slide Presentation\)](#)

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| <p>Identify and explain theme and develop key details</p> <p><a href="#">Theme</a></p>                              | <p>Determine and explain a central idea using supporting details</p> <p><a href="#">Central Idea</a></p>                                                                                                                                                      | <p>Explain how text features contribute to meaning in an informational text</p> <ul style="list-style-type: none"><li>-Description/list</li><li>-Cause &amp; Effect</li></ul> <p><a href="#">Text Structures Chart</a></p> | <p>Summarize a text to enhance comprehension including plot, theme and key details. State the central idea and support details in an informational text</p> <p><a href="#">Summarizing Text</a></p> |
| <p>Determine or clarify the meaning of known and unknown words and phrases</p> <p><a href="#">Unknown Words</a></p> | <p>Write narratives to develop real or imagined experiences</p> <p>Include:</p> <ul style="list-style-type: none"><li>Setting,</li><li>narrator/characters,</li><li>descriptions of actions, thoughts and feelings</li></ul> <p><a href="#">Narrative</a></p> | <p>Write and expand grammatically correct sentences</p> <p><a href="#">Expanding Sentences</a></p>                                                                                                                         | <p>Improve writing by planning, revising, editing and building on personal ideas</p> <p><a href="#">Editing Checklist</a></p> <p><a href="#">Revising Checklist</a></p>                             |

# 4th: Math Instructional Support

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| <p><b><u>Unit 1: Math is..</u></b></p> <p>The focus of this unit is on the Mathematical Process Standards. The lessons in this unit will set the tone for the year as students are encouraged to approach problems strategically and persist in finding solutions. They will learn the importance to clearly communicate mathematical ideas using accurate language, tools, and models. A strong conceptual understanding of math, including operations and relationships, is essential, especially when applying concepts to real-world situations. Additionally, students will use critical thinking to reason abstractly and quantitatively, recognizing patterns to make generalizations.</p> <p><b><u>Unit 1: Applying Place Value Concepts in Addition &amp; Subtraction</u></b><br/> <u>Identify the place value and value of digits in the different place values</u></p> <p><u>Round multi-digit whole numbers up to 999,999,999 using a number line</u></p> <p><u>Connect addition strategies to the algorithm with and without regrouping</u></p> <p><u>Connect subtraction strategies to the algorithm with regrouping</u></p> <p><u>Solve two-step addition and subtraction story problems</u></p> | <p><b><u>Unit 2: Generalize Place Value Structure</u></b></p> <p><b><u>Unit 2: Exploring Factors &amp; Multiples</u></b></p> <p><u>Identify factors/factor pairs for numbers (1-100) using equal groups, arrays, and hundreds chart</u></p> <p><u>Determine a rule for a given number pattern and complete the pattern by applying the rule</u></p> <p><u>Determine the <math>n</math>th term of a number pattern from a completed input/output table</u></p> | <p><b><u>Unit 3: Addition and Subtraction Strategies and Algorithms</u></b></p> <p><b><u>Unit 3: Using Multiplication &amp; Division Strategies</u></b></p> <p><u>Multiplication- base ten blocks (1 x 1, 2 x 1)</u></p> <p><u>Multiplication- base ten blocks (2 x 2)</u></p> <p><u>Multiplication- rectangular arrays</u></p> <p><u>Division- base ten blocks (no remainders)</u></p> <p><u>Division- rectangular arrays (no remainders)</u></p> <p><u>Division- rectangular arrays (no remainders)</u></p> <p><u>Divide- partial quotient (with and without remainders)</u></p> <p><u>-Area of rectangles</u></p> |
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| <p><u>and representing the steps with expressions</u></p> <p><u>Match/Write an expression/equation to a word problem</u></p>                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b><u>Unit 4: Multiplication as Comparison</u></b><br/> <b><u>Unit 4: Composing &amp; Decomposing Fractions</u></b><br/> <u>Count fractions beyond a whole on a number line</u><br/> <u>Convert between improper fractions and mixed numbers using drawings</u><br/> <u>Solve addition and subtraction word problems on a number line with fractions &lt; 1</u></p>                                                         | <p><b><u>Unit 5: Numbers and Number Patterns</u></b><br/> <b><u>Unit 5: Recognizing &amp; Analyzing Attributes of 2-D Shapes</u></b><br/>           Work on:</p> <ul style="list-style-type: none"> <li>• Identify lines as perpendicular or parallel in 2-D shapes and real objects</li> <li>• Recognize and identify points, lines, line segments, rays, angles in a shape</li> <li>• Recall attributes of triangles</li> <li>• Define and draw lines of symmetry</li> <li>• Identify a given rule of shape patterns and continue the pattern</li> </ul> | <p><b><u>Unit 6: Multiplication Strategies with Multi-Digit Numbers</u></b><br/> <b><u>Unit 6: Understanding Fraction Equivalence &amp; Comparison</u></b><br/>           Work on:</p> <ul style="list-style-type: none"> <li>• Find equivalent fractions and be able to explain why they are equivalent</li> <li>• Generate equivalent fractions by multiplying/dividing the numerator and denominator by the same number (ie. <math>\frac{1}{3} \times \frac{2}{2}</math>)</li> <li>• Compare fractions with different numerators and denominators using &lt;, &gt;, or =)</li> <li>• Order fractions</li> </ul> |
| <p><b><u>Unit 7: Division Strategies with Multi-Digit Dividends and 1-Digit Divisors</u></b><br/> <b><u>Unit 7: Angle Measurement</u></b><br/>           Work on:</p> <ul style="list-style-type: none"> <li>• Sort shapes by angles (acute, obtuse, and right)</li> <li>• Draw and label angles, points, and rays</li> <li>• Measure angles</li> <li>• Draw angles to specific degrees</li> <li>• Use addition and</li> </ul> | <p><b><u>Unit 8: Fraction Equivalence</u></b><br/> <b><u>Unit 8: Introducing Measurement Conversions</u></b><br/>           Work on:</p> <ul style="list-style-type: none"> <li>• Measure and recognize equivalences for customary and metric units. (3 ft. = 1 yd)</li> <li>• Develop benchmarks and mental images of units.</li> <li>• Convert measurements from a larger to a smaller</li> <li>• Measurement units</li> </ul>                                                                                                                           | <p><b><u>Unit 9: Addition and Subtraction Meanings and Strategies with Fractions</u></b><br/> <b><u>Unit 9: Solving Problems Using Multiplicative Comparisons</u></b><br/> <u>Multiplicative Comparison: Product Unknown</u><br/> <u>Multiplicative Comparison: Group Size Unknown</u><br/> <u>Multiplicative Comparison: Number of Groups Unknown</u></p>                                                                                                                                                                                                                                                         |

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| <p>subtraction to find missing angle measurements</p> <ul style="list-style-type: none"> <li>• Compose angles to create larger angles (10 degrees + 40 degrees = 50 degrees)</li> <li>• Decompose angles to create smaller angles (110 degrees = 90 degrees + 20 degrees)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>learned in this unit:</p> <ul style="list-style-type: none"> <li>○ km, m, cm</li> <li>○ kg, g *first introduction in math</li> <li>○ L, mL</li> <li>○ lb, oz* first introduction in math</li> <li>○ ft, in, yd</li> <li>○ fl.oz, cups, pints quarts, gallons</li> <li>○ hr, min, sec.</li> </ul> |                                                                                                                                                                                                 |
| <p><b><u>Unit 10 &amp; 11: Addition and Subtraction Meanings and Strategies with Fractions</u></b></p> <p><b><u>Unit 10: Solving Measurement Problems Using Operations</u></b></p> <p><u>End Time Unknown</u></p> <p><u>Start Time Unknown</u></p> <p><u>Elapsed Time</u></p> <p><b><u>Unit 11: Solving Addition &amp; Subtraction Problems with Fractions</u></b></p> <p><u>Adding Mixed Numbers with Manipulatives</u></p> <p><u>Adding Mixed Numbers with Drawings</u></p> <p><u>Adding Mixed Numbers with a Number Line</u></p> <p><u>Adding Mixed Numbers Connecting Drawings to the Algorithm</u></p> <p><u>Measuring to an <math>\frac{1}{8}</math> Inch</u></p> <p><u>Answering Questions about Line Plots</u></p> |                                                                                                                                                                                                                                                                                                     | <p><b><u>Unit 12: Decimal fractions</u></b></p> <p><b><u>Unit 12: Multiplying Fractions by a Whole Number</u></b></p> <p><u>Multiplying a Whole Number by a Fraction with Manipulatives</u></p> |
| <p><b><u>Unit 13: Units of Measurement and Data</u></b></p> <p><b><u>Unit 13: Comparing Decimal Fractions</u></b></p> <p><u>Connection Between Fractions and Decimals: Tenths</u></p> <p><u>Connection Between Fractions and Decimals: Hundredths</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b><u>Unit 14: Geometric Figures</u></b></p>                                                                                                                                                                                                                                                     | <p><b><u>Unit 15: Proficiency with Power Standards</u></b></p>                                                                                                                                  |



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| <a href="#">Compare Decimals - Review</a><br><a href="#">Order Decimals on a Number Line</a><br><a href="#">Representing Dollars and Change Decimal Form</a><br><a href="#">Review</a> |  |  |
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## 4th: Reading Instructional Support

### Overarching Expectations

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| Summarize a text (include plot, them, and relevant key details for literary text) (include central idea and supporting details for informational text)<br><br><a href="#">Summarize Chart</a> | Identify and explain an explicit or implied theme<br><br><a href="#">Theme</a>                                                          | Identify and explain a stated or implied central idea and supporting details in an informational text<br><br><a href="#">Central Idea</a>                                                                            | Determine or clarify the meaning of unknown and multiple meaning words and phrases<br><br><a href="#">Unknown Words</a> |
| Write grammatically correct single and multi-paragraph compositions<br><br><a href="#">Editing Checklist</a><br><a href="#">Revising Checklist</a>                                            | Explain an author's use of reasons and evidence to support a claim in an informational text<br><br><a href="#">Author's Claim Chart</a> | Write in a variety of formats: <ul style="list-style-type: none"><li>• <a href="#">Narrative</a></li><li>• <a href="#">Argumentative to make a claim</a></li><li>• <a href="#">Informative/explanatory</a></li></ul> |                                                                                                                         |

# 5th: Math Instructional Support

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| <p><b><u>Unit 1: Math Is..</u></b></p> <p>The focus of this unit is on the Mathematical Process Standards. The lessons in this unit will set the tone for the year as students are encouraged to approach problems strategically and persist in finding solutions. They will learn the importance to clearly communicate mathematical ideas using accurate language, tools, and models. A strong conceptual understanding of math, including operations and relationships, is essential, especially when applying concepts to real-world situations. Additionally, students will use critical thinking to reason abstractly and quantitatively, recognizing patterns to make generalizations.</p> <p><b><u>Unit 1: Understanding Volume</u></b></p> <ul style="list-style-type: none"> <li>-<u>Represent a base with unit cubes and determine the number of layers needed to represent a given volume</u></li> <li>-<u>Determine the volume of a figure given the top, side, and/or front view</u></li> </ul> | <p><b><u>Unit 2: Volume (taught later in the year)</u></b></p> <p><b><u>Unit 2: Multiplication &amp; Division</u></b></p> <ul style="list-style-type: none"> <li>-<u>Determine which operation to use (+/-/x/÷) when solving a word problem and write an equation to represent the situation</u></li> <li>-<u>Connect partial products/arrays to the standard algorithm of multiplication</u></li> <li>-<u>Review 1-digit divisor with arrays (friendly to harder numbers)</u></li> <li>-<u>Solve 1 and 2-digit divisors with arrays (harder numbers)</u></li> <li>-<u>Solve 2-digit divisors with partial quotients</u></li> <li>-<u>Interpreting Remainders</u></li> </ul> | <p><b><u>Unit 3: Place Value and Number Relationships</u></b></p> <p><b><u>Unit 3: Addition &amp; Subtraction of Fractions</u></b></p> <ul style="list-style-type: none"> <li>-<u>Estimating sums and differences with reasoning and knowledge of benchmark fractions (Part 1)</u></li> <li>-<u>Estimating sums and differences with reasoning and knowledge of benchmark fractions (Part 2)</u></li> <li>-<u>Add and subtract fractions with unlike denominators with concrete models</u></li> <li>-<u>Add fractions/improper fractions/mixed numbers with area models</u></li> <li>-<u>Subtract fractions/improper fractions/mixed numbers with concrete models connected to area models (with regrouping)</u></li> <li>-<u>Subtract fractions/improper fractions/mixed numbers on a number line</u></li> <li>-<u>Add and subtract mixed numbers by making common denominators/algorithm (with regrouping)</u></li> </ul> |
| <p><b><u>Unit 4: Add and Subtract Decimals</u></b></p> <p><b><u>Unit 4: Representing Algebraic Thinking</u></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b><u>Unit 5 &amp; 6: Multiplying Whole Numbers &amp; Decimals</u></b></p> <p><b><u>Unit 5: Place Value of Decimals</u></b></p> <p>Work on:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

-Introduce the grouping symbols and solve expressions with grouping symbols and whole numbers (+, -, x, ÷)

-Translate a verbal phrase into a numerical expression

- Read and write decimals to thousandths using:
  - concrete models (base-ten blocks)
  - base-ten numerals
  - number names (ex. 2.51 = two **and** fifty-one hundredths, not 2 point five one)
  - expanded form
- Decompose decimals in a variety of ways. (ex. 15 tenths = 1 whole and 5 tenths and 261 hundredths = 2 wholes and 61 hundredths)
- Explain that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- Explain what an exponent means (the number of times you multiply by 10)
- Compare two decimals to thousandths based on meanings of the digits in each place using <, >, and = to record the comparisons.
- Round decimals to any place within thousandths

### Unit 6: Understand Multiplying Fractions by Fractions

Work on:

- Find the product of a whole number and a fraction (6 x 1/3 and 1/3 x 6) in real world problems
- Explain the differences between multiplication involving a whole number of groups and fractional number of groups.
- Find the product of a fraction by a fraction in real world problems using:
  - concrete models (fraction circle or bars).
  - drawing pictures (area or array models).
- Multiply a mixed number x a fraction and a mixed number x a mixed number.
- A whole number times a whole number, fraction, mixed number, and improper fraction
- A fraction times a fraction, mixed number, and improper fraction
- An improper fraction improper fraction and mixed number

### Unit 7 & 8: Dividing Whole Numbers & Decimals

#### Unit 7: Develop the Concept of Dividing Unit Fractions

Work on:

- Represent whole number division as a fraction. (ex. five divided by two as a fraction of 5/2 and two divided by three as a fraction of 2/3)
- Divide using concrete models and drawings to represent the problem

### Unit 9: Add and Subtract Fractions

#### Unit 9: Perform Operations with Decimals

Whole Number x Decimal

Decimal x Whole Number

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"><li>• Divide a smaller whole number by a larger whole number ( e.g. 2 divided by 3)</li><li>• Divide a whole number by a unit fraction (e.g., 1/2, 1/3, 1/4, etc).</li><li>• Divide a unit fraction (e.g., 1/2, 1/3, 1/4, etc.) by a whole number.</li><li>• Solve expressions with grouping symbols in order of parentheses, brackets, then braces. (include whole numbers and fractions with all operations)</li></ul> <p><b><u>Unit 8: Solve Problems Involving Volumes</u></b></p> <p>Work on:</p> <ul style="list-style-type: none"><li>• Relate volume to the operations of multiplication and addition.</li><li>• Find the volume of a right rectangular prism with whole-number side lengths</li><li>• Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms with whole number edge lengths.</li></ul> | <p><u>Decimal x Decimal</u></p> <p><u>Whole Number/Decimal x Decimal</u></p> <p><u>Whole Number/Decimal x Whole Number/Decimal</u></p> <p><u>Whole Number ÷ Decimal</u></p> <p><u>Decimal Whole ÷ Number</u></p> |                                                                                                                                                                                                                                                                                   |
| <p><b><u>Unit 10: Multiply Fractions</u></b></p> <p><b><u>Unit 10: Classify Two-Dimensional Figures</u></b></p> <p><u>Hierarchy Diagrams</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b><u>Unit 11: Divide Fractions</u></b></p> <p><b><u>Unit 11: Conversions in Real-World Problems</u></b></p> <p><u>Smaller to Larger Units: Length and Weight</u></p>                                         | <p><b><u>Unit 12: Measurement &amp; Data</u></b></p> <p><b><u>Unit 12: Solve Problems with Fractional Quantities</u></b></p> <p><u>-Making a Line Plot with Mixed Denominators</u></p> <p><u>-Describing a Line Plot</u></p> <p><u>-Answering Questions About a Line Plot</u></p> |
| <p><b><u>Unit 2, 13 &amp; 14: Geometry/Algebraic Thinking/Volume</u></b></p> <p><b><u>Unit 13: Explore the Coordinate Plane</u></b></p> <p><u>-Create Shapes From Ordered Pairs</u></p> <p><u>-Creating Ordered Pairs to Form a Graph</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                   |

# 5th: Reading Instructional Support

## Overarching Expectations

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| <p>Summarize a text to enhance comprehension including plot, theme and key details. Include a central idea for informational text</p> <p><a href="#">Summarize</a></p>                                                                                                                                                                                                                                            | <p>Explain the development of an explicit and implicit theme</p> <p><a href="#">Theme</a></p>                       | <p>Explain the development of a stated or implied central idea in an informational text</p> <p><a href="#">Central Idea</a></p>              | <p>Write grammatically correct single and multi-paragraph compositions</p> <p><a href="#">Editing Checklist</a></p> <p><a href="#">Revising Checklist</a></p> |
| <p>Write arguments to make a claim about a topic</p> <p><a href="#">Argumentative to make a claim</a></p> <p>Include:</p> <ul style="list-style-type: none"> <li>-introduction of topic and make a claim</li> <li>- reasons that are supported by facts from credible resources</li> <li>- organizational structure where ideas are grouped logically</li> <li>- use transitions</li> <li>- conclusion</li> </ul> | <p>Analyze how setting, characters, and conflict impact the plot</p> <p><a href="#">Literary Elements Chart</a></p> | <p>Explain how the point of view from which a story is narrated influences how events are described</p> <p><a href="#">Point of View</a></p> | <p>Analyze how figurative language impacts meaning</p> <p><a href="#">Figurative Language</a></p>                                                             |